

Grade 5

Argument Writing – Arguing Two Sides

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
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Grade 5: Argument Writing: Arguing Two Sides

Unit Rationale/Overview:

This unit introduces students to the writing genre of argument. Its purpose is to prepare students to learn to write an argument piece, which will include an introduction, a claim, supporting facts and details from credible sources, and a conclusion. Students will decide on their own topics and will support their claims with clear reasons and relevant evidence. They will have opportunities to read online argument pieces and to have thoughtful respectful conversations with those who hold opposing viewpoints. As students learn more about argument writing, the teacher will support them as a class, in small groups, and as individual learners through mini-lessons designed to address students' needs.

The final assessment for this unit allows students to voice a concern, research the topic, pick a side, and write a supporting argument paper.

Through collaboration, analysis of literary texts, and writing, students will learn skills that will help them in develop the world class skills listed in the Profile of the South Carolina Graduate. <http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated Time Frame: three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Reading - Informational Text

5.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.IR.5.1 Quote accurately from a text to analyze meaning in and beyond the text.

5.RL.8 Interpret and analyze the author's use of words, phrases, text features, conventions and structures, and how their relationships shape meaning and tone in print and multimedia texts.

5.IR.8.1 Analyze how the author uses words and phrases to shape and clarify meaning.

5.RL.11 Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

5.RL.11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.

Writing

5.W.1 Write arguments to support claims with clear reasons and relevant evidence.

5.W.1.1 Write arguments that:

- a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;

- b. use information from multiple print and multimedia sources;
- c. provide logically ordered reasons supported by relevant facts and details;
- d. use transitional words, phrases, and clauses to connect the claim and reasons;
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and
- g. provide a concluding statement or section related to the claim presented.

Communication

5.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

5.C.1.1 Consider the viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.

5.C.1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.

5.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.

5.C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others; pose specific questions; respond to clarify thinking, and express new thoughts.

5.C.1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.

5.C.2 Articulate ideas, claims, and perspectives in a logical sequence, using information, findings and credible evidence from sources.

5.C.2.1 Analyze ideas, perspectives and information using, examples and supporting evidence related to the topic.

5.C.2.2 Analyze the credibility of information presented in diverse media and formats.

Embedded Standards/Indicators

Inquiry-Based Literacy

5.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

5.I.1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

5.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

5.I.2.1 Explore topics of interest to formulate logical questions, build knowledge, generate possible explanations, and consider alternative views.

5.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 5.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
- 5.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
- 5.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**
- 5.I.5.1 Acknowledge and value individual and collective thinking.

Reading Literary

- 5.RL.12 **Read independently; comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex texts.**
- 5.IR.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing

- 5.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing and spelling.**
- 5.W.4.1 When writing:
 - a. show knowledge of the function of conjunctions, prepositions, and interjections;
 - b. form and use the perfect verb tenses;
 - c. use verb tense to convey various times, sequences, states, and conditions;
 - d. recognize and use appropriate continuity or shifts in verb tenses; and
 - e. use correlative conjunctions.
- 5.W.5.1 Apply correct usage of capitalization.
- 5.W.5.2 Use:
 - a. apostrophes and quotation marks; and
 - b. commas for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.
- 5.W.6.1 Write routinely and persevere in writing tasks
 - a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.

Clarifying Notes and “I Can” Statements

Clarifying Notes

Because this genre of writing is new to students, they will need a significant amount of guidance, support, and numerous writing opportunities. Writing Standard 1 states that students are to write argumentative pieces. In prior grades the grade level indicators referred to writing opinion pieces. At fifth grade, the indicators change to argument writing. Argument addresses the questions “So what?” and “Why should the reader

care?” According to George Hillocks, argument is making a case in support of everyday affairs. At this age, students may think of argument only as a disagreement where individuals continue to disagree, often by yelling at one another until one side succumbs. As students consider the opposing side of an issue, they will be asked to strengthen their claims in order to counter a rebuttal.

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

The suggested strategies are meant to build students’ abilities to write an argument piece through process writing while incorporating reading, informational standards and indicators.

The strategies listed within this unit can be taught within Writer’s Workshop. When Writer’s Workshop is integrated with reading, students interpret meaning in a more authentic way. The components of Writer’s Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching Elementary Students to be Effective Writer, provides evidence –based recommendations for addressing writing for instructional practices. Those recommendations include the following:

1. Provide daily time for students to write.
- 2.a. Teach students the writing process.
- 2.b. Teach students to write for a variety of purposes.
3. Teach students to become proficient handwriting, spelling, sentence construction, typing, and word processing.
4. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

The Fundamentals of Writing (K-12)

The Fundamentals of Writing provides the classroom structure for a writing community using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author’s craft techniques in their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The Fundamentals of Writing* in the SCCR Standards document.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

Anchor Charts:

Anchor charts are large charts created by the teacher and the students during a whole class or small group mini-lesson. The chart is posted in a prominent place where it provides a record of the strategies or procedures learned and can be used as a reference. As a reference, anchor charts scaffold students' thinking, supporting the students as they work and making them less reliant on the teacher. As additional information is learned, either the teacher or the students can add it to the chart. The following websites can provide background knowledge for the teacher on argument writing. Although written for undergraduate students, these websites provide a clear explanation of parts of an argument paper. This can be used by the teacher with limited experience in the area of teaching argument writing. It is important to remember, fifth grade students do not need to consider counterclaims or rebuttals. This does not appear in the grade level indicators until seventh grade.

The Writing Center at UNC – Chapel Hill

<http://writingcenter.unc.edu/handouts/argument/>

Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/resource/588/03/>

Claims, Claims, Claims

<https://depts.washington.edu/owrc/Handouts/Claims%20Claims%20Claims.pdf>

Teach Argument

<http://www.teachargument.com>

Note: This website requires a registration and there are things a teacher can purchase. However, there are many great ideas that are free. Once you register, you will receive emails from “Marc.” These emails are easy to overlook and delete.

"I Can" Statements

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

In Reading Informational Text:

- I can quote accurately from a text to analyze meaning in and beyond the text. (5.RI.5.1.)
- I can analyze how the author uses words and phrases to shape and clarify meaning. (5.RI.8.1.)

In argument writing:

- I can introduce a topic, state an opinion and use an organizational structure in which related ideas are grouped together to support my purpose. (5.W.1.1.a.)
- I can include information from multiple print and multimedia sources. (5.W.1.1.b.)

- I can include reasons supported by facts and details. (5.W.1.1.c.)
- I can use transitional words or phrases to connect opinions and reasons. (5.W.1.1.d.)
- I can develop and strengthen my argument writing by planning, revising, and editing, building on my personal ideas. (5.W.1.1.e.)
- I can develop and strengthen my argument writing by planning, revising, and editing, building on the ideas of others. (4.W.1.1.e.)
- I can paraphrase, use quotations, and original language to avoid plagiarism. (5.W.1.1.f.)
- I can provide a concluding statement or sections related to the claim presented. (5.W.1.1.g.)

In Communication:

- I can consider the viewpoints of others by listening, reflecting, and formulating questions before I express my personal contributions. (5.C.1.1)
- I can participate in discussions, ask and respond to probing questions to gain or confirm information. (5.C.1.2.)
- I can apply effective communication techniques and use formal or informal voice appropriately. (5.C.1.3.)
- I can engage in focused conversations about selected topics as I build on the ideas of others, pose specific questions, clarify my thinking, and express new thoughts. (5.C.1.4)
- I can explain my personal ideas while building on the ideas of others to show I understand diverse perspectives. (5.C.1.5.)
- I can use examples and supporting evidence to analyze ideas, perspectives and information. (5.C.2.1)
- I can analyze the credibility of information found in diverse media and formats. (5.C.2.2.)

Essential Question

This is a **suggested** essential question that will help guide student inquiry.

How is argumentative writing crafted to persuade the reader to care about the topic?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

Examples: “The claim I have written is” “I used this quote in order not to plagiarize.”

These terms are new to the fifth grade standards.

- Claim - statement the writer is trying to prove
- Argument - statement supporting the claim, a reason
- Conclusion – restatement of the claim, summary of arguments, recommendations
- Objective Tone - no personal pronouns
- Formal Tone - without informal language

- Rebuttal - response to an opposing opinion
- Original Language- in the writer's own words.
- Credible Sources-sources that contain verifiable information
- Plagiarism- use of someone else's words or ideas without credit or quotation marks

Note: Other important terms were explicitly taught in prior grades, and teachers may need to revisit those terms. Effective instruction includes the use of formative assessment data to determine the students' vocabulary needs.

Prior Knowledge

In grade 4, Reading Informational Text Indicators in Standards 5 and 8 include:

- Ask and answer questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
- Determine how the author uses words and phrases to share and clarify meaning.

The grade level indicators for K-4 Writing Standard 1 require students to write opinion pieces. By the end of grade four, students should be able to write opinion pieces that:

- Introduce the topic, state an opinion and create an organizational structure that groups ideas to fit the writer's purpose.
- Relate the concluding statement to the opinion.
- Use multiple print and multimedia sources to locate and use facts and details to support their reasons.
- Contain transitional words and phrases to make the writing smooth
- Avoid plagiarism through the use of paraphrasing, quotations and original language.

Note: Students should use the writing process in grades K-4 to develop and strengthen their opinion writing. This experience prepares students to write argument papers in which they consider two sides of an issue.

Communication Indicators for Communication Standards 1-2 in fourth grade include:

- Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.
- Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.
- Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.
- Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others; pose specific questions; respond to clarify thinking, and express new thoughts.
- Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body and conclusion.
- Discuss the purpose and the credibility of information presented in diverse media and formats.

Subsequent Knowledge

In grade 6, Reading Informational Text Indicators for Standards 5 and 8 states that students will:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferentially.
- Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.

In sixth grade, argument writing becomes more formal writing. Claims are focused and provide clear and relevant reasons. Evidence will show the author's understanding of the topic or text. The conclusion should emerge from and support the argument. Basic bibliographic information for sources should be included. Beginning in seventh grade, students consider the opposing side. The writing process and the Fundamentals of Writing continue in grades 6-12.

Communication Indicators for Standards 1-2 in sixth grade include:

- Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas and text.
- Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
- Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.
- Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.
- Gather information from print and multimedia sources to articulate claims and findings. Sequence ideas logically, using pertinent descriptions, facts and details that support themes or central ideas.
- Distinguish between credible and non-credible sources of information.

Instructional Strategies

All lessons build toward writing an argument paper.

Students need to be immersed in reading argument papers prior to being expected to write one of their own. Collect an assortment of argument papers to use as mentor texts.

Learning Target: I can take a position on a topic of concern and support my position with relevant reasons and evidence from multiple sources. (5.C.1.1., 5.C.1.2., 5.C.1.3., 5.C.1.4., 5.C.1.5., 5.C.2.1., 5.C.2.2.)

Model (I do)

- The teacher begins a class discussion with a description of opinion writing and how it progresses to argument writing. Writing an argument paper forces the writer to look at both sides of an issue, research both of them, and then choose which side to take. Explain that the writer may have an opinion about a topic, but this opinion may change or strengthen once the research has been completed. In an argument piece, the

writer should have a claim, or a position, on a topic the writer is trying to prove. This claim is supported by related evidence from credible sources. The related evidence is the area that will require additional research. While an opinion is a statement supported by reasons, an argument addresses the question of why the reader should care about the topic. The teacher should provide examples of both an opinion statement and a claim so the students can see the difference. Example: Opinion Statement - Kickball is the best game to play at recess. Argument Claim - Kickball is more fun at recess than other games because a big ball is easy for most people to kick and catch.

- Move the discussion toward the purpose of writing an argument paper. Help students understand the writer is trying to change the reader's stance on an issue, move the reader to action, or persuade the reader to accept the writer's or the speaker's position on an issue. This discussion can also include why the writer needs credible sources.

Guided Practice (We do)

- Once students have read several examples, select two well-written samples to use as mentor texts. (One text may have a well-written claim, while another one may be an example of a well-crafted conclusion.) Display these samples. Work with the students to identify the introduction, the claim, the supporting reasons and the conclusion. Each of these sections can be underlined in a different color for students to use as references. (When using different colors to underline, create a key to show what each color represents.) While discussing the supporting reasons, note the sources for these reasons and the credibility of these sources. Also, look at the conclusion. Does it relate to the claim? What makes it a conclusion?
- Construct two anchor charts with the class. One chart explains a written argument and its purpose. The second anchor chart should be a running list of academic vocabulary and student-worded definitions. (The teacher can introduce the academic vocabulary throughout the unit by using the vocabulary with examples rather than teaching vocabulary in isolation. See previous section on academic vocabulary.)

Independent Practice (You do)

- Explain that at the end of this unit, students will know how to write a convincing argument paper. Have students make a list of possible topics.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share their argument topics.

Learning Target- Write an argument to support claims with clear reasons and relevant evidence. (5.W.1)

Note:

Instructional strategy: Form an Opinion by Reading Opposing Sides (I do. We do. You do.)

Preparation: Collect two articles written on the same topic but from opposing perspectives. See Resources for suggestions.

Make copies of the three –column handout for students to use.

Model (I do)

- Share with students two articles written on the same topic but from opposing perspectives.
- Explain that each was written to influence the reader’s point of view on the topic; therefore, it is the reader should read carefully and consider the evidence before deciding which opinion is more convincing.
- Provide the students with a three-column handout. The columns should have these headings: *Evidence For*, *Evidence Against*, *Personal Opinion*. Using the articles, have students read and record their findings. The teacher does this activity with the students. Once they are finished, the teacher leads a discussion on their findings. (Harvey, 2007)

Guided Practice (We do)

- Turn the discussion to concerns students may have regarding school issues. These issues can be about recess, lunch choices, bus dilemmas, dress codes, cell phones at school, bullying, or other related topics.
- After a brief discussion of these concerns, have each student write down three concerns she or he has. Ask students not to put their names on the papers and collect them.
- After class go through these concerns and create a chart that displays the students’ issues. (If there are inappropriate issues or something the teacher does not feel comfortable discussing, these topics can be omitted.) The chart will be shared with students the next day. The teacher will choose an area of concern with no right or wrong side. This topic becomes the one the class addresses in an argument piece.

Independent Practice (You do)

- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share their argument topics.

Instructional strategy: Create a claim

Learning Target: I can take a side on an argument, state a claim and provide support for that claim. (5.C.1.1., 5.C.1.2., 5.C.1.3., 5.C.1.4., 5.C.1.5., 5.C.2.1., 5.C.2.2., 5.W.1.1.a.-g.)

Model (I do)

- The teacher shares the chart she or he created showing the list of student concerns. (This list can be added to as students discover additional concerns and topics.)
- The teacher then shares a strong concern.
- Together the teacher and the class determine what they already know about the topic and if they need additional information. If so, a discussion will follow on how to find this information, using credible sources. If needed, additional information can be added to the chart.
- Together the teacher and the class brainstorm claims for each side of the concern. Using the mentor text(s), have students discuss in pairs whether each claim is credible or not. Provide the opportunity for the students to share their findings and add to the ideas of others. As a class, decide on the strongest claim for each side. Divide the class into two groups and assign each group a claim to defend.

Guided Practice (We do)

- Allow time for the small groups to meet and discuss the assigned claim and its support. If the claim needs to be revised, it should be done at this time. Also, provide research time for the students to “dig deeper” into the topic to collect additional support.
- The teacher then assigns partners, with students taking different sides of the argument. Have these partners meet to discuss their claims and support. Provide one minute for each student to explain his/her claim.
- Once both sides have been heard, each student repeats his/her claim, stating the strongest point. (This prewriting activity helps students articulate their thoughts before writing.)
- Small groups reconvene to reevaluate their strongest points. Students can revise their thinking as they go over what they have said and heard. They can also determine if additional research is needed to strengthen their support.
- The class meets again in opposing pairs. Each person is provided a set time (1-2 minutes) to share the rebuttal. Students then get in partners with someone from “their side.” (Partners can be assigned by the teacher.) Together the partners write a draft of an argument paper that includes an introduction, claim, supporting reasons with facts and details and a conclusion. As the students write, they may need to do additional research.

Independent Practice (You do)

- Have the students write claims for their argument papers.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share their argument topics.

Instructional Strategy: Paraphrasing

Learning Target: I can use paraphrasing, quotations, and original language to avoid plagiarism (5.W.1.1f)

Note:

Preparation: Create an Anchor Chart with Rules of Paraphrasing

Model (I do)

- Explain that paraphrasing is taking the information from what has been read and putting it into your own words.
- Introduce the concept of paraphrasing by having students TALK through paraphrasing prior to finding facts and details in printed materials.
- Place students with a partner. Call one Student A and the other Student B.
- Ask questions such as, “What did you do yesterday after school?” Student A answers the question; then Student B paraphrases Student A’s answer.
- Explain the rules of paraphrasing. Display a chart of the rules.
Reword-replace words and phrases with other words such as synonyms
Rearrange- rearrange words in to new sentences
Realize- realize that some words and phrases cannot be changed, such as names, dates, and titles
Recheck-recheck to make sure that your paraphrase contains the same information as the original

Guided Practice (We do)

- Provide an informative paragraph, and have students paraphrase the information.
- Have students discuss how they paraphrased.

Independent Practice (You do)

- Have students begin collecting facts and details for their editorial by paraphrasing information. Insert information in their argument paper.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.

Instructional strategy: Use of transitional words or phrases

Learning Target: I can use transitional words or phrases to connect opinions and reasons. (5.W.1.d)

Note:

See [List of Argument Writing Transitional Words and Phrases](#) in the Appendix.

Preparation- Provide a student writing sample with few, if any, transitional words or phrases within text.

Model (I do)

- Explain to students that transitional words or phrases do the following:
 - *help connect ideas in opinion writing in an organized way.*
 - *help lead the reader to the next event (Suddenly, Immediately)*
 - *alert the reader that additional information is forthcoming to support what has already been stated (Next... then...);*
 - *introduce a contrasting idea (But, However, On the other hand)*
- Explain how transitional words and phrases may be found in the beginning of the statement but may also be found within the sentence.
- Distribute the list of argument writing transitional words for students to keep in their Writer's Notebook. Have them review the list as you revise your sample paper with input from students.
- Model adding transitional words or phrases to an opinion paper by thinking aloud to determine which transitional words or phrases are the most appropriate.

Guided Practice (We do)

- Place students in groups. Give students a copy of an argument and have them determine which transitional words or phrases could be used in order to help the reader understand writing better. Example: *My Opinion about Homework*

_____homework should be banned. _____, students do enough work at school. _____I had to read two chapters, write a three paragraph essay, work 25 math problems, and memorize a song in music. Isn't that enough work for a day and night?_____ I have responsibilities when I get home. It is my job to feed all 50 of our cows. I don't have time to do homework when I get home._____ please let's get rid of homework in our class. Thank you.

Independent Practice (You do)

- Have students look at the drafts of their argument papers and add transitional words and /or phrases as needed.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring students together in large group to share their writing.

Note:

Instruction on transitional words, phrases, and clauses is essential. Examples from mentor texts can be used. Students must also learn which transitional devices are effective and which or not, rather than choosing words listed on a chart. (Example: A student uses “therefore” when a point is not being made.) An anchor chart should include examples of correct use of transitional words and phrases so that students can employ them effectively in their writing.

Instructional Strategy: Writing a Strong Conclusion

Learning Target: I can write an argument piece that has a conclusion statement or section. (5.W.1.g)

Note:

Preparation: Create an anchor chart of “Techniques for Closure.”

Provide two different student samples of an argument piece.

Model (I do):

- Explain to students that a conclusion is the writer’s opportunity to remind the reader of what is important about the topic. Share with students a set of closure techniques that could be used in their own writing to create a strong conclusion. Write them on an anchor chart so that students can use them while writing.

Closure Techniques:

- ***Reinforcement:** Rephrase your introductory statement to focus on supporting, rather than repeating, it.*
 - ***Quotation:** Find a quotation that supports your argument. Write a statement to go along with it so that it makes sense to the reader.*
 - ***Short Story:** End the argument with a short personal story that is connected to the argument.*
 - ***Question:** End the argument with a question that will get the readers to think about their own opinions.*
 - ***Humor:** End the argument with a humorous statement.*
 - ***Image:** End your argument with a captioned photo or illustration that supports your opinion. (Owocki, 2013)*
- The teacher models closure, using one of the above mentioned techniques within the sample student's paper. Discuss how the technique is based on the writer's personal preference.

Guided Practice (We do):

- Have students use another student's argument, and try out two or three techniques.
- Discuss with students how the closure techniques make a difference in producing a strong conclusion.

Independent Practice (You do):

- The students will write independently, revising their writing to add a strong conclusion in their argument as modeled above.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring students together in a large group to share their writing.

Assessment Task

Culminating Assessment: I can write a piece of argumentative writing based on a concern I have. (5.W.1.a.-g.)

Students write an argument paper using all components of argument writing.

Use the [Grade 5 Argument Writing Rubric](#) found in the Appendix to assess their argument.

Each student will choose a concern from the class chart or from any additional reading. The students will research their topic using multiple print and multimedia sources. When the students begin to write, they may use any class examples for a mentor text. (These can be something the class wrote together and/or examples found online. Examples should be readily available to the students.) The students will state a claim and organize the writing to support the author's purpose while including relevant facts and details. Students will use transitional words, phrases and clauses to connect the claim to the reasons. By using the writing process, the students will develop and strengthen their writing by planning, revising, editing, and rewriting their pieces. The students should be able to summarize, paraphrase, use original language to avoid plagiarism, and use quotations.

Publish:

Any student writing completed in this unit could easily be shared beyond the classroom through the school news show, school, grade-level or class newsletters or the local newspaper, depending on the topic.

Formative Assessments

The independent practice “I do” component of the lesson may serve as a formative check to gauge the students’ understanding of argument writing. Additional practice and scaffolding of instruction may be needed before making this assignment.

Summative Assessments

Summative assessment will require students to use the writing process to produce an argument piece on a topic of concern. This topic can be assigned by the teacher, chosen by the students, or emerge from instructional topics from social studies, science, current events, or an informational text recently read. Students should do additional research on the topic, using information found in print and multimedia sources. The assignment should remind students to include a clearly stated introduction, claim, reasons supported by facts and details, and other author’s craft strategies with which students are familiar from previous lessons. (See student assignment sheet)

South Carolina READY Scoring Guidelines for Text-Dependent Analysis (Grades 3-8)

Teachers may use the rubric that will be used to score student writing on SC READY. This rubric can be used to show students the strengths and weaknesses of their writing. Teachers may also use it as an instructional tool throughout the writing workshop. As students learn which examples of the writing characteristics are found in the rubric, they can use the rubric to strengthen their own writing. Teachers may also modify the rubric to match what has been taught during this unit and what they are holding students accountable for from previous writing instruction.

http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf

Resources

Gradual Release Model

<http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/>

TeachingChannel: Improving Practices with Sarah Brown Wessling

<https://www.teachingchannel.org/videos/improving-teacher-practice>

Gradual Release of Responsibility: I do, We do, You do

<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

Anchor Charts for Teaching Writing

25 Awesome Anchor Charts for Teaching Writing

<http://www.weareteachers.com/blogs/post/2014/09/08/25-awesome-anchor-charts-for-teaching-writing>

Expeditionary Learning - Anchor Charts: Making Thinking Visible

https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf

Anchor Charts 101: Why and How to Use Them, Plus 100s of Ideas

<http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101>

Teacher Think-Alouds

Building Reading Comprehension Through Think-Alouds

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html>

Literature, Literacy, and Comprehension Strategies

<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29900chap01x.pdf>

Mentor Texts

Using Mentor Texts to Motivate and Support Student Writers

<http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>

Writing with Mentor Texts

http://elaccss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf

Using Mentor Texts to Empower Student Authors

<http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors>

Always Write: Mentor Texts

<http://corbettharrison.com/mentortext.html>

The Writing Thief, Using Mentor Text, K-5, Ruth Culham

Debates

Time for Kids – Debate Section for each issue.

www.timeforkids.com

Storyworks – Debate Section for each issue.

<http://storyworks.scholastic.com/how-teach-storyworks-debate>

Scholastic Debate of the Week
www.snl.scholastic.com/Debate

Teaching Evidence-Based Arguments from Texts - Instructional Lesson

<http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html>

Student Concerns (A limited list. Countless resources are available online and in print resources.)

Dress Codes

These Quotes from Students Nail Everything that is Wrong with Dress Codes

http://www.huffingtonpost.com/2014/06/25/dress-code-problems_n_5420985.html

Cell Phones at School

Upfront: The Cell Phone Debate

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d1211>

Cell Phones at School: Should They Be Allowed?

<http://life.familyeducation.com/cellular-telephones/school/51264.html?page=10>

Cell Phones: A Blessing or a Curse?

<http://www.9mile.org/Page/267>

Cell Phones in School – Yes or No?

<http://nguyen4.weebly.com/reading-page/cell-phones-in-schoolyes-or-no>

World News/Problems

A Woman on the \$10 Bill

<http://www.timeforkids.com/news/woman-10-bill/248426>

Rules for Safer Play

<http://www.timeforkids.com/news/rules-safer-play/247476>

Crushing the Ivory Trade

<http://www.timeforkids.com/news/crushing-ivory-trade/248631>

Food Revolution Day

<http://www.timeforkids.com/news/food-revolution-day/241531>

New York Times - 200 Prompts for Argumentative Writing

http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/?_r=0

Mentor Texts with Opinions and Arguments

- “Earrings” by Judith Viorst
- *If I were in Charge of the World and Other Worries*: “Mother Doesn’t Want a Dog” by Judith Viorst
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague
- *I Wanna Iguana* by Karen Kaufman
- *I Wanna a New Room* by Karen Kaufman
- *Ike for Mayor: Letters from the Campaign* by Mark Teague
- *Otto Runs for President* by Rosemary Wells
- *Duck for President* Doreen Cronin
- *Vote for Me!* by Ben Clanton
- *The True Story of the Three Little Pigs* Jon Scieszka
- *The Perfect Pet* by Margie Palatini
- *Those Shoes* by Maribeth Boelts
- *All the Places to Love* by Patricia MacLachlan
- *Hey, Little Ant!* By Phillip Hoose

**OPINION/ARGUMENT WRITING RUBRIC
GRADE 5**

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Opinion	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an opinion/argument/claim that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to opinion/argument/ claim 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs Uses linking words, phrases, and clauses appropriately to connect reasons to opinion 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Uses some linking words, phrases, or clauses to connect reasons to opinion but simplistically 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Uses no linking words, phrases, or clauses
Support/Evidence	<ul style="list-style-type: none"> Supports opinion skillfully with substantial and relevant evidence Provides insightful explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Supports opinion with sufficient and relevant evidence Provides clear explanation/ analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Supports opinion with minimal and/or irrelevant facts, details, and/or reasons Provides some explanation/ analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Does not support opinion with evidence and/or evidence is irrelevant or inaccurate Provides no or inaccurate explanation/analysis of how evidence supports opinion
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors obscure meaning Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Uses no academic or domain-specific vocabulary

Grade 5: Narrative Writing
Arguing Two Sides
Transitional Words and Phrases

Introducing Your Opinion/Stance:

In my opinion,	There is no doubt that	I question whether
I believe	From my point of view	I (dis) agree with
It is my belief that	It seems to me that	I maintain that

Introducing Your Reasons:

First,	Equally important	Besides,
In the first place,	In the first place	Next,
Furthermore,	Likewise	Moreover,
Secondly	In addition,	Also,
Thirdly,	Similarly,	
Finally,		
Lastly,		

Introducing Examples/Reasons:

For example,	For instance,	In support of this,
In fact,	As evidence,	

Counterargument:

(What “they” say)

Opponents may	Say
I realize some may	Believe
I understand others	Feel
Even though some	Maintain
Although some may	Want
Some people	Favour
Opponents may	Support
	Argue
	State

Your idea to ____ deserves
some merit

Rebuttal:

(What I say)

However,
Yet,
But, I doubt
Yet, I question
On the other hand
Nevertheless
Even so,
In spite of this,
Conversely,
On the contrary,

Concluding your argument:

For the reasons above,	In short,	In brief,
As you can see,	Without a doubt,	Undoubtedly,
As I have noted,	Obviously,	
In other words,	Unquestionably,	
On the whole,		

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<http://www.somervillenjk12.org/site/handlers/filedownload.ashx?moduleinstanceid=5610&dataid=6865&FileName=Opinion%20Writing%20Transitions%20Revised.doc>.

Grade 5: Argument Writing
Arguing Sides
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